DOCUMENT RESUME

ED 125 302 FL 007 890

TITLE	Continuing English Studies During the Summer--Hints for Sponsors and Teachers of School Age Children. Elementary Education Series, No. 5. Indochinese Refugee Education Guides.
INSTITUTION	Center for Applied Linguistics, Arlington, Va.
PUB DATE	[76]
NOTE	15p.; Also printed as Intermediate/Secondary Series, No. 2; For related documents, see FL 007 891 and 007 895-899
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Cambodian; Elementary School Students; Elementary Secondary Education; *English (Second Language); Foreign Students; *Indochinese; Language Instruction; Refugees; *Resource Guides; Secondary School Students; Second Language Learning; *Supplementary Education; *Teaching Guides; *Vietnamese

ABSTRACT

This bulletin focuses on the question of resources available to Indochinese school-age children learning English as a second language (ESL), and particularly on the resources available in the community outside the regular school-year program. The guide also suggests and discusses a variety of approaches to the study and review of English language skills outside the regular school system. They include summer school ESL classes and other summer school programs, ESL tutoring, and other less formal language learning activities. An annotated bibliography is included that contains references in ESL for tutors and sponsors, guides to supplementary language activities, and materials for primary, elementary, and secondary students. (Author/DB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED125302

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Center for Applied Linguistics TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

#5

ELEMENTARY EDUCATION SERIES: Continuing English Studies During the Summer--- Hints for Sponsors and Teachers of School Age Children*

Introduction

This Bulletin considers a particular problem: What resources are available to school-age children learning English as a second language? It focuses particularly on the resources available in the community outside the regular school year program, since it is especially important to find alternative resources for learning English during the summer months.

When the school year ends, Vietnamese and Cambodian school children and secondary students have to find ways to keep up the English language skills they have developed during the school year. They are anxious not to lose the skills they have mastered, and they need to maintain a continuity in their study of English.

FL007890

What are the resources available in the community during the summer vacation for language study? Where can they find opportunities to develop their language skills, and to practice and use the skills they have learned?

This Guide is intended to suggest a variety of approaches to study and review English language skills outside the regular school system. They include summer school ESL classes and other summer school programs, ESL tutoring, and other less formal language learning activities which may be available in your community.

Learning English in an American School

First, consider how Indochinese students go about learning English as a

*This guide is also printed as INTERMED, SECONDARY SERIES #2: Continuing English Studies During the Summer: Hints for Sponsors & Teachers of School Age Children.

second language in the environment of an American elementary or secondary school. Two closely related learning experiences are involved: formal instruction in an ESL class (or with a tutor or ESL aide), and lots of informal practice listening to English and speaking English outside the language class. During the early stages of language learning, it is vital to have formal, structured English language instruction. But students at every level also need practice hearing, speaking and using the language meaningfully. Students get the most valuable practice when they actually use English to communicate with their classmates and teachers. Students need both kinds of learning experiences in order to master English as their second language.

Why is special ESL instruction so important? Because it is the most efficient way to learn to control the basic structures of the language. The goal of ESL instruction is to teach the students to speak English naturally and idiomatically. ESL materials carefully control the introduction of vocabulary and sentence patterns, and students are taught to master each stage of language learning before they are given more complicated material. Thus, they learn English in a carefully ordered sequence, and in this way they develop the same sort of automatic control of the language patterns that a native speaker has.

The materials used in an ESL class are specially designed for the student learning English in America. In addition to language lessons, they give the student an introduction to important aspects of American culture. So the ESL class teaches the student about a new language and a new culture as well.

But language learning is not limited to the ESL classroom. A student learns each time he uses English to communicate with his teachers and classmates. Because Indochinese children are integrated into the whole program in American schools, they attend regular classes in a full range of subjects. Potentially, every class can be a language class for them, and, with some careful preparation, a significant language learning experience. For example, a brief summary of the lesson in simple English, and a glossary of important words can prepare the student for the class and help him follow the lesson. But this preparation also helps build language skills. When a lesson is treated in this way, a class in any subject - whether history or math, or even art or music - becomes an English language lesson.

Students learn outside their classes as well. Other school activities, both structured and informal, provide opportunities for the students to learn to use English naturally by talking with American teachers and friends. In many ways,

these informal activities contribute most to their mastery of natural and idiomatic English. They offer students a chance to express their ideas and feelings in English, and, through contact with their peers, to learn about everyday language and life in America.

There are other language resources in the community, and they are especially important during the summer vacation, when the students need a satisfactory alternative to the school environment. The best alternative is to find resources similar to what the school offers -- both formal instruction (or review) and regular opportunities to use English to communicate with American peers.

Summer School Programs

Many school systems offer a full schedule of summer school classes for all levels and grades. Generally speaking, the summer school program is oriented toward review of material covered during the school year. For this reason, it provides a good way for school children, who have been handicapped by rather weak English skills, to go over past work and to prepare for the coming year. They can concentrate on a few subjects which have been difficult for them without having to keep up with all the other courses they take during the regular school year.

Some school systems have set up special ESL classes as part of the summer schedule. A summer ESL program is an ideal way for Indochinese students to study English, since during the summer they can devote all their attention to the language class. One important advantage of an ESL program in the school system is this: when the school develops the program, care is taken to make sure that class material is directly relevant to the specific language needs of the students. Language lessons and class activities reinforce the basic vocabulary and patterns they use every day in the classroom.

A summer ESL class is a very effective means for school age children to master basic English structures rapidly. A few school systems have the resources to set up special summer ESL programs, and if such classes are available in the community, refugee students should be strongly encouraged to take part in them.

If an ESL program is not available, students should consider taking one or two summer school classes in other subjects. They are a worthwhile alternative as a language learning experience.

Summer classes offer language students many of the advantages of the classroom situation during the regular school year. A class in a particular content area provides a somewhat controlled English environment. The subject matter of the class dictates to some extent the vocabulary used in class presentation and text materials. Individual language lessons can easily be constructed around the material being studied in the class, using important words and concepts in the subject area.

Although less controlled than a formal ESL class, a summer course of review or preparation for the coming year can contribute significantly to the development of the student's English language skills. When supplemented with skill building exercises, a course in any subject area can help the student gain mastery of basic English patterns. In addition, the classroom situation itself gives students the opportunity to work in an English-speaking environment and to continue using English every day during the summer vacation.

A Note on Commercial ESL Schools and Institutes. In many communities now there are commercial schools which are set up specifically to teach English as a second language. The best of them can be relied upon to teach English using modern methods and materials. They tend to be a rather expensive alternative, especially when one considers the small amount of material which can be covered in one or several courses.

Most commercial institutes direct their programs almost exclusively to adults. They teach a general English course and usually make no effort to consider the special language needs of students in public schools. For these reasons, commercial ESL programs may not be appropriate for school age children.

Tutoring English as a Second Language*

A tutoring program in English as a Second Language (ESL) is a good alternative to formal ESL classes. English tutoring can also serve to supplement other language learning activities.

Many sponsors have found volunteer tutors in the community, and some take on the responsibility of tutoring themselves. Specific training or experience in ESL teaching is not absolutely essential for successful language instruction.

---

*See GENERAL INFORMATION SERIES #1: Hints for Tutors.

A careful volunteer teacher or tutor can provide highly effective language lessons. Some ESL materials are designed especially for those who have had little or no previous experience in language teaching. By using them conscientiously, the volunteer tutor will be able to offer well-planned and efficient English classes.

Tutoring is a very rewarding experience, but it is also a serious responsibility. The tutor has to be willing to set aside a certain amount of time, on a regular basis, to carefully prepare and conduct the English lessons. Because school age children acquire a second language differently from the way adults do, the tutor needs to be sensitive to the ways children learn and to the particular language skills that are most relevant for them.

Here are some suggestions which should make the task of giving English lessons a little easier.

Set a Regular Schedule. Students need to learn language in a structured learning environment. A regular meeting time and lesson length contribute to a good atmosphere for studying English. When students know that they will meet the tutor regularly, they can plan review and preparation for each lesson. If students are not attending other classes in English, one or two tutoring sessions a week should be considered a minimum. Ideally, they should meet with the tutor every day, if possible. It is better to have frequent short lessons (no more than an hour) than to meet longer at wide intervals. Set up a schedule and stick to it.

Design the Lesson for the Student. The great advantage of tutoring is that you can respond directly to the student individually. Each student has different skills and different language needs. Before you start, you need to assess what the student knows and what skills are most important for him to master. Some need intensive pattern practice, while others, who have learned basic structures, need to develop conversational fluency. Make sure your lessons concentrate on the skills your particular student needs most.

Make Clear Goals for Each Lesson. Don't overwhelm your student with too much material at one time. Focus on a few important points in each lesson, and cover them well. Use a variety of approaches and work toward mastery. Plan a little review at the beginning and end of each lesson. By limiting your goals, you will be able to make sure that the student has real control over each element of the lesson.

Relate Your Approach to the Student's Age and Interests. Students learn at different rates and respond to different teaching strategies. Older students learn English rapidly using concentrated dri work and controlled conversation practice. But younger children need a greater variety of language learning activities, such as songs and games. Language lessons are more appealing to all students when they introduce subjects that are interesting to them. A good tutor will vary the content and the approach to fit the student.

If Possible, Consult with the Classroom Teacher. The student's classroom teacher should be aware of his language skills, and can help you determine what areas the student needs to concentrate on. But even when the teacher is not available, you should plan your lessons so that they will develop skills that are relevant to classroom work. Often it is a good idea to build lessons around class material. In this way, the student can review and at the same time broaden the skills he has acquired. Even when the class text is not directly appropriate to ESL work, it can supply vocabulary, patterns, and concepts on which language lessons can be built.

Use Real, Idiomatic English. Your student is learning English to communicate with American classmates and teachers. The student needs to learn the English that people actually use, not the stilted, overly rule-conscious style of English you sometimes find in older grammar books. Work on building idiomatic, conversational fluency, and avoid overburdening your students with a lot of formal, abstract rules about the way Americans "ought" to speak their language.

Focus on Fluency, Not Grammar Rules. Your students want to know how to use English. Teaching them to memorize formal rules of grammar probably won't help them develop the ability to use and understand the language. For this reason, a standard high school grammar book (intended for native English speaking students) is not appropriate for students beginning to study English as a second language. Use ESL materials that teach English patterns directly, and your students will develop the essential basic language skills.

Vary Your Tutoring Activities. Don't confine yourself to a single setting. Use a variety of learning activities. Go to a supermarket, for example, or a department store, and have your student learn to describe in English what you find. Talk about magazines or movies or TV programs. Go through your home, and discuss how an American household works. Let your student compare America with his native culture, and describe the differences. Plan your lessons around your student's real language needs and interests.

Tutoring is rewarding because you share your language and your culture with your students. It gives you an opportunity to teach language skills that your students want to learn and need to have to study in an American school. It is also an opportunity for you to get to know them — to learn about their life and language and culture.

Activities in the Community

Most communities have resources outside the regular school system which can help the student who is new to America learn English. The most valuable resources are found in school and public library programs, but others include city sports and recreation programs, day camps and other activities sponsored by city, church, or other institutions, clubs and hobby groups, and so on. Since these resources were set up to serve the community at large, sponsors and teachers of refugee children sometimes overlook their potential benefits in language learning.

This list of activities is by no means exhaustive, but it is intended to suggest the range of resources generally available and how they can be used effectively to support a continuing English program during the summer months.

Sports and Recreation Programs. Real second language learning isn't limited to drillwork in the classroom. Because language is an instrument of communication and social interaction, the mastery of English means knowing idiomatic usage in a great variety of social situations.

While we don't ordinarily think of sports or recreation programs as language learning activities, they can be very valuable for students who are trying to learn natural, idiomatic English. Sports, games, and recreation of all kinds - from organized leagues to neighborhood games - offer good opportunities to meet and talk to American peers.

Some American games are quite unfamiliar to Asian children, and learning to play them can be an important cultural experience. But some games are popular all over the world - ping-pong, chess, soccer, for example, and Vietnamese children often excel at them. Recreation programs provide refugee children a chance to share their interests in sports with other American children.

These activities offer an environment for language learning which is almost completely unstructured. If a student has a basic control of English patterns

and conversational vocabulary, he can gain a lot of valuable practice in speaking English simply by having the opportunity to join in activities with children his own age who speak English as their native language.

This sort of summer activity is more worthwhile for those students who have learned basic English patterns. Other students may need more structured activities.

Day Camps. Many communities organize half-day or full-day "camps" which offer a variety of activities in addition to sports and recreation programs. They are often sponsored by churches, civic clubs, local governments, or YM/YWCA's.

The value they have as language learning experiences is similar to organized sports activities: they give the refugee students a place and time to meet and get to know American children of their own age.

Some day camp programs include additional, more structured activities which lend themselves to those students whose English needs more basic work. For example, individual work, such as crafts and art classes, provide an opportunity for individual contact between the student and an instructor which can serve as small language lessons. The activity itself provides the basic vocabulary, and the instructor can make the craft instruction an opportunity to introduce and reinforce basic English patterns. The approach is similar to that used by a language tutor.

Day camps offer an attractive alternative to a school environment. In them a student finds opportunities for free communication and also some of the structured language learning experiences the beginning student needs.

Clubs and Hobby Groups. One important advantage of clubs or hobby groups is that they often center around activities which the student has long been interested in. The student brings to these activities a longstanding enthusiasm, which is an important motivation to learn about them in English.

These clubs give the student a chance to meet other children who share his interests, and, in this way, they provide an environment which encourages language learning.

The student should be encouraged to keep a notebook of words and phrases associated with the hobby. Although the vocabulary he learns may be rather specialized, it will prove especially useful because of the student's special interest in the subject.

These clubs offer the refugee child an opportunity to learn about his interests in his second language, and in this sense, they provide a very valuable language learning experience.

Library Programs. Municipal public libraries (and the school libraries which are open in the summer) usually offer a wide variety of activities in addition to conventional library services. Many are directly useful for language learning.

Public libraries are particularly interested in attracting younger readers. They concentrate on programs for children in pre-kindergarten through elementary school ages. Some programs are designed to get children interested in books even before they have learned to read.

One of the most popular library programs for children is the "story hour." A librarian reads stories to small groups of children, using pictures, or even puppets, to illustrate the stories. This way a child with even weak English skills can enjoy and learn from this activity. It is an ideal opportunity for a child to encounter English words and idioms.

A sponsor can reinforce this experience in a number of ways. He can re-read the stories with the child at home, for example, or summarize and review them with the child. He can also make informal language lessons based on the stories by selecting key vocabulary and practicing these words with the child using patterns the child has learned.

Other library programs which are popular with children can be used in similar ways. A program doesn't have to be specifically developed for ESL students to be of value. With a little preparation, other library services, such as puppet shows, film and record programs, and "show and tell" sessions, can serve as language building activities.

There are fewer organized programs for older students, although many libraries show films and have hobby clubs for students through the upper secondary grades. But regular library services are rich and valuable resources for any language student. Although most public libraries don't order special ESL texts, they usually have "easy readers" in their collection for students with poor reading skills. Many may serve as recreational reading for older students.

Perhaps the most important resource of any library is the librarian. In our experience, public library staff have been helpful and concerned about the refugee students and their special educational needs. They have been anxious

to make available the most appropriate materials and to help the students find and use the books and magazines most suited to their interests and abilities. Language students of all ages should be encouraged to enjoy the library and to use its resources to develop their English skills.

Summary

This Guide has described some of the resources generally available for teaching English to Indochinese school-age children. Not all these resources are available in every community, but it is likely that every community that has sponsored Indochinese refugees can offer them sufficient opportunities to learn and to practice English. Most refugee school children need some formal English instruction, either in a language class or with a tutor. And all can profit from participating in community activities where they can practice their language skills and at the same time get to know and become a part of the community.

Bibliography

I. REFERENCES IN ESL FOR TUTORS AND SPONSORS

Burt, Marina L. and Carol Kiparsky. The Gooficon: A Repair Manual for English. Rowley, Mass.: Newbury House, 1972. $4.95. Paperback.

A sampling of characteristic errors ESL students make; arranged according to structure, and containing suggestions for ways of correcting them. Examples taken from students of various language backgrounds.

Dobson, Julia M. Effective Techniques for English Conversation Groups. Rowley, Mass.: Newbury House, 1974. $3.95. Paperback.

A variety of useful and practical techniques for conducting controlled and semi-controlled conversations with individuals and groups of students with basic control of English. A good source for ideas and methods for moving from mechanical drills to meaningful conversations. Contains examples of dialogues, plays, speeches, games, and other activities.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1974. $3.25. Paperback.

A practical guide to all aspects of teaching English as a Second Language in a newly revised edition. Discusses lesson planning, selection of materials, adapting materials for special purposes, and language testing and evaluation. Includes sections on teaching pronunciation, grammar, reading, and composition. Appendix contains basic definitions and an extensive bibliography.

Stevick, Earl W. Helping People Learn English — A Manual for Teachers of English as a Second Language. Nashville, Tenn.: Abingdon Press, 1957. $3.00. Hardcover.

A brief, but very useful guide to ESL for the teacher or tutor with no previous ESL experience. It outlines teaching strategies, discusses particular points of grammar, and includes a simple and direct discussion of sound formation. This is one of the most practical introductions to ESL for the novice.

Saville-Troike, Muriel. Foundations of Teaching English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1976. $6.95. Paperback.

A recent discussion of all aspects of teaching English as a Second Language, linguistic, psychological, and cultural. Somewhat more advanced and theoretical than other sources in the Bibliography, but still very worthwhile reading for the new ESL tutor. Especially good on such topics as survival skills for teachers and students, the role of ESL in bilingual education, strategies for teaching and tutoring, and preparation for instruction.

II. MATERIALS FOR PRIMARY AND ELEMENTARY STUDENTS

Bumpass, Faye L. The New We Learn English. New York: American Book Company, 1968-69. Five books, $1.30-$1.40 each.

Elementary.
This series in workbook format is for primary students (K-3). It uses a direct, audio-lingual approach, and includes many different kinds of language learning activities, such as songs and games. Series begins with pre-instructional "language readiness" material. Teacher editions for each book, about $1.80 each.

Bumpass, Faye L. We Speak English. New York: American Book Company, 1967. Two books, $2.00 each.

Elementary through intermediate.
A continuation of The New We Learn English for upper elementary students (3-6). This series continues the oral-aural approach, but also introduces reading and writing exercises. It can be used independently of the first series as well. A teacher's edition for each book is available.

Marquardt, William F., Jean H. Miller, and Eleanore Hosman. English Around the World. Glenview, Ill.: Scott Foresman, 1970. Pupils' Skills Books, Six Books, $1.68-$2.00 each.

Elementary through intermediate.
A complete, six-level course in English for elementary students (K-3). Based on the oral approach, but also incorporates reading and writing exercises at all levels. Each skills book can be used independently of the rest of the series. A very detailed teacher's manual is available.

Robinett, Ralph F., Paul W. Bell, and Pauling M. Rojas. Miami Linguistic Readers. Lexington, Mass.: D.C. Heath, 1970. Various Prices.

Elementary.
Two series of readers, with controlled vocabulary and structure, graded in difficulty. Designed originally for first and second graders, they will appeal to older language students as well, through junior high school grades. Books

are very attractive and colorfully illustrated. The first series begins with a reading readiness unit. Many supplementary materials are available, charts, placement tests, drills, and so on. Teacher's guides also available.

III. MATERIALS FOR SECONDARY STUDENTS

Basic Courses

Slager, William R., Project Director. English For Today, 2nd Ed. New York: McGraw Hill, 1972. Six books, about $4.50 each. Paperback.

Elementary through advanced.
This newly revised series has been widely used in secondary school ESL programs (7-12). Uses the audio-lingual approach, and introduces reading and writing exercises at each level. The first three books concentrate on basic structures, and the second three emphasize reading and composition. A student can use each book independently of the rest of the series. A highly detailed teacher's manual is available.

Wright, Audrey L., with James H. McGillivray, Ralph P. Barrett, Aristotle Katranides, W. Bryce Van Syoc, and Florence S. Van Syoc. Let's Learn English, Rev. Ed. New York: American Book Company, 1966-73. Six books, about $2.00 each.

Elementary through advanced.
This widely used series is divided in three levels, Beginning (I and II), Intermediate (III-IV), and Advanced (V-VI): Each book was designed to cover one semester. It is a non-intensive, audio-lingual approach, with reading and composition introduced throughout. Many supplementary materials are available. Teacher's guide is available for each level.

Advanced Material

Dobson, Julia M. and Frank Sedwick. Conversation in English: Points of Departure. New York: American Book Company, 1975. $3.00. Paperback.

Intermediate to advanced.
A book for developing conversational fluency for intermediate and advanced students. Contains fifty highly detailed scenes that picture a wide variety of everyday situations. Each unit contains a drawing on which conversation practice and drills are based. There are questions, lists of vocabulary, conversation and composition topics. A highly flexible approach that can be used both in classes and tutorial situations.

Doty, Gladys, and Janet Ross. Language and Life in the U.S.A., 3rd Ed. New York: Harper and Row, 1973. Vol. I; $4.95; Vol. II: $2.95. Paperback.

High intermediate to advanced.
This series is intended for students who have had a good deal of English and need to review and develop their skills. Vol. I, Communicating in English, contains exercises in comprehension, grammar, pronunciation, and writing. Vol. II, Reading English, contains seventeen original readings about American life. There are many drills, exercises, and supplementary materials, both on language and culture.

Praninskas, Jean. Rapid Review of English Grammar, 2nd Ed. Englewood Cliffs, N.J.: Prentice-Hall, 1975. $6.95. Paperback.

Advanced.
This is a review and practice text for students who have mastered the basic structures of the language. It contains a great deal of grammatical material, explanations and exercises. It can be a good review for advanced students, and may serve as a reference book.

Readers

Allen, Dan and Richard Hall, Ed. New Lives in the New World. New York: Collier Macmillan International, 1975. $1.60. Paperback.

Intermediate to advanced.
A series of original stories by non-native speakers about their experiences in the United States. Structures are controlled and the vocabulary is limited to about 4000 words.

Allen, Virginia F., General Editor. Falcon Books. New York: Noble, 1968-72. $0.75 each. Paperback.

Intermediate.
A series of eighteen popular novels that have been abridged and simplified for American secondary students with reading problems. Highly adaptable for ESL students, and good for recreational reading. Some titles: Fail-Safe, A Tree Grows in Brooklyn, Anne Frank, West Side Story, Dracula, and so on.

Binner, Vinal O. American Folktales, Books I and II. New York: Thomas Y. Crowell, 1966. $2.95 each. Paperback.

Elementary to intermediate.
Two structured readers with additional drills and exercises. The first assumes about 1000 word vocabulary and introduces 300 new words. The second introduces 400 new words and 225 idioms. Very appealing stories, and limited structures and vocabulary allow these books to be used by beginning students.

English Language Services. Collier-Macmillan English Readers. New York: Collier-Macmillan, 1964-68. $0.90 - $1.25 each. Paperback.

Elementary through advanced.
A series of twenty-one readers adapted from articles, short stories, biographies, and novels. They are graded according to vocabulary and sentence structures. Each book contains many comprehension exercises, notes, vocabulary lists, and language skill building activities. High interest material for secondary students and adults.

Kitchin, Aileen Traver, Virginia French Allen, and Kenneth Croft. Reader's Digest Readings: English as a Second Language. Pleasantville, New York: 1963-64. Six books, $1.50 each. Paperback.

Intermediate through advanced.
A series of six graded readers based on articles from Reader's Digest. Introduces new vocabulary and idiomatic phrases through notes and exercises. Vocabulary and comprehension drills follow each selection. Suitable for secondary students and adults.

Kurilecz, Margaret. Man and His World: A Structured Reader. New York: Crowell, 1969. $2.50. Paperback.

Intermediate through advanced.
A series of readings on the theme: contemporary man and society. Includes selections on race, geography, economics, and politics aimed at the secondary school student. Contains many language skill-building exercises and drills, and provides practice in composition and pronunciation.

McGillivray, James H. and James R. Echols. People at Work, and Let's Take a Trip. New York: American Book Company, 1961-62. $1.60 each. Paperback.

Elementary through intermediate.
Two readers developed for junior and senior high school students. The first describes a variety of occupations and activities that Americans engage in; the second follows four foreign students on a trip around the United States. Very limited vocabulary. Each lesson is followed by drills and exercises.

Reader's Digest Services. Reading Skill Builders. Pleasantville, New York: 1959. Various prices. Paperback.

Intermediate through advanced.
A series of easy readers prepared for native speakers of English, but suitable for ESL students. Begins with very simple selections and progresses through about the sixth grade level. Exercises follow each passage. High interest material for secondary students, using idiomatic English.

IV. SUPPLEMENTARY LANGUAGE ACTIVITIES

Dorry, Gertrude Nye. Games for Second Language Learning. New York: McGraw Hill, 1966. $1.50. Paperback.

All levels.
Mainly aimed at younger students, this book contains a large number of language learning activities that can be used either in a classroom or individually. The level of language skill necessary for each activity is specified.

Hauptman, Philip and John Upshur. Fun With English. New York: Macmillan, 1973. $1.75. Paperback.

Intermediate.
Designed for students 10 and above, this book contains learning games and puzzles which test and build vocabulary and reading comprehension. There are crossword puzzles, anagrams, word games, and "mystery" stories. The teacher's guide contains an answer key.

Lee, W.R. Language-Teaching Games and Contests. New York: Oxford, 1965. $1.70. Paperback.

Elementary to intermediate.
Simple language learning exercises aimed mainly at younger children. Some suitable for individual work, but most designed for the classroom.